

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

3.3.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. (H, P, G)

Taxonomy Level: 2 B Understand / Conceptual Knowledge

Previous/future knowledge:

In Kindergarten students learned about patriotic holidays such as Independence Day (K-3.3).

In 1st grade, students learned to differentiate between levels of government (1-4.2) and studied the contributions of some of the Founding Fathers (1-4.3).

In 2nd grade, students learned about the partnership between local and state governments and the federal government (2-3.3).

In 4th grade, students will learn about the ideas in the Articles of Confederation compared with those in the United States Constitution, including how powers are shared between state and national government and how individuals and states are represented in the national congress (4-4.1), the three branches of government established by the United States Constitution and examples of the checks and balances that the Constitution provides among the branches (4-4.2), and the role of the Bill of Rights in the ratification of the Constitution (4-4.3).

In 8th grade, students will summarize events related to the adoption of South Carolina's first constitution the role of South Carolina and its leaders in the Continental Congress, and the ratification of the United States Constitution, including Henry Laurens's actions, Charles Pinckney's role and the importance of issues debated during the Philadelphia Convention for South Carolina (8-2.4). Students will also explain the economic and political tensions between the people of the Upcountry and the Lowcountry, including the disagreements over representation in the General Assembly and the location of the new capital city (8-2.5).

In United States History and Constitution, students will explain the development of the Articles of Confederation (USHC 2.3) and summarize the creation of a new national government, including the new state constitutions (USHC 2.4). Students will also analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind the separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters (USHC-2.5).

In U.S. Government, students will compare the advantages and disadvantages of the ways in which power is distributed, shared, and limited to serve the purposes of constitutional government, including the criteria of effectiveness, the prevention of the abuse of power, and responsiveness to popular will. (USG 1.5). Students will also summarize the basic principles of American democracy including popular sovereignty, the rule of law, the balance of power, the separation of powers, limited government, federalism, and representative government as expressed in the Declaration of Independence, the Federalist

Papers, the Constitution, and the Bill of Rights (USG 2.1).

It is essential for students to know

South Carolina changed from a colony to a state by writing a new state constitution after the signing of the Declaration of Independence. Although states in the North were influenced by the words of the

Declaration of Independence that “all men are created equal” to gradually free their slaves, South Carolina slave owners did not support such laws. The plantation-owning Lowcountry elite continued to have more political power than the Backcountry farmers because they were given a greater representation in the state legislature. Later, compromises helped the Backcountry farmers. The capitol was moved from Charleston to Columbia to give Backcountry people more of an opportunity to petition and influence their government. However the Lowcountry retained its representative majority in the state legislature. Finally, new counties with court systems were created to address the lack of law and order in the Backcountry. Backcountry farmers were granted more equal representation once they began to own slaves and the Lowcountry elite no longer feared that the Backcountrymen would vote to limit slavery.

After the Declaration of Independence, the Continental Congress had established a new government for the United States [the Articles of Confederation]. However other states were having conflict between the lowcountry elites and Backcountry farmers that was similar to the conflict in South Carolina, [especially Massachusetts’ Shays’ Rebellion]. Some Americans thought that the first United States government was too weak and called for changes. Representatives of the states met in Philadelphia to set up a better government for the new nation. This meeting resulted in a second constitution and became known as the Constitutional Convention. South Carolina sent four delegates to Philadelphia. All were rich planters from the Lowcountry. Although South Carolina delegates had to compromise and did not get everything they wanted in the United States Constitution they, and other members of the Lowcountry elite, supported its ratification. Backcountry farmers did not support ratification because they feared the power of the elites. The compromise of adding a Bill of Rights to the Constitution in order to protect the rights of individuals was promised and South Carolina became the 8th state to ratify the new United States Constitution.

Authority in the new government derived from “We, the people.” The new government of the United States had three branches: the legislative branch that makes the laws, the executive branch which carries out the laws and the judicial branch which interprets the laws. The people were given the right to elect representatives to the House of Representatives and to indirectly elect Senators and the President. No branch of the government could become too powerful because of a system of checks and balances. The constitution also included a process that allowed it to be updated or amended. The amendment process has allowed the Constitution to continue to work for over 200 years, longer than any other constitution in the world to this day.

It is not essential for students to know

Students do not need to know that Backcountry farmers paid a disproportionate amount of tax because they were taxed on the amount of land they had rather than its value in producing crops or that taxes were changed so that land was taxed based on how much money farmers were able to make from it, not its size. They do not need to know details about the Virginia Plan, the New Jersey Plan and the Connecticut or Great Compromise at the Constitutional Convention. Students do not need to know the position of the South Carolina delegates in the debates at the Constitutional Convention. Students do not need to know that the state’s delegates supported the establishment of a stronger national government that would support their interests. They supported the states with large populations like South Carolina but were willing to compromise on representation in a two house national Congress. They advocated an aristocratic republic in which only property owners could vote. Since almost all Americans owned property however this was not undemocratic. They wanted their slaves to be counted for the purposes of representation so that they would have a greater voice in the government and they did not support the 3/5s compromise which finally resolved this issue. They also wanted to protect the slave trade from government interference and won a 20 year moratorium on ending the international slave trade that lasted until 1808. Students do not need to know the circumstances of South Carolina’s ratification of the Constitution or the debates that took place at the ratifying convention.

Assessment Guidelines:

Appropriate assessment would require students to **summarize** the changes in South Carolina following the American Revolution. Students should be able to **explain** the conflict between the Lowcountry elite and the Backcountry farmers and how these conflicts were resolved. Students should be able to **explain** the main features of the new national constitution.